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August 21, 2006 - August 28, 2006



Mon, Aug 28, 2006 -- Welcome!

Posted by Santo Marabella

Hello and welcome to our coursesite for IDIS 296 - Doing Good at Work for Fall 2006!



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Wed: 1:30pm to 2:30pm

Thurs: 4:00pm to 5:00pm

Notes

Other times available by appointment. While students may "drop in" at any time during office hours, scheduled appointments are highly recommended. Please contact Ms. Matuczinski, 610-861-1591, to make an appointment.





Course Information



Course Description

This course is built upon the premise that organization policies and practices that promote, advance or incorporate "doing good" – that is, philanthropy, ethical codes of conduct, voluntarism, social responsibility, environmental stewardship – are not only the morally correct thing to do, but the right way to conduct oneself at work. In addition, the more individuals in the organization who "do good," the more likely the organization will succeed on economic, social, and mission-related levels/goals. Students will learn about the philosophy and history of "doing good", and models for "doing good" at work; they will be engaged in debate about the dilemmas that "doing good" can create; and, they will integrate what they have learned and what they believe to develop their own model for "doing good" that they can work and "live with."



Course Goals

1. Present an interdisciplinary theoretical framework for reflecting upon a moral life which explores the psychology and philosophy behind charitable and philanthropic works; the dynamic of "free riding"; the role of self-interests and self-preservation in one's journey in the "world of work"; the rationale for corporate social responsibility; the perceived conflict between "doing good" and the "profit motive."
2. Help students apply the knowledge from this framework to an analysis of their own past experiences, as a way to understand organizational behavior and as a strategy to build their own model for "doing good" at work.



Course Outcomes

The outcomes that are sought upon the completion of the course are:

Near term:

1. exposure to knowledge about ethics in the workplace that is drawn from social work, management, psychology and philosophy.
2. opportunities to challenge one's "mental model" about *doing good at work*
3. identification of one's position on a continuum that describes the *compatibility of doing good at work and being profitable* where one pole is "incompatible" and the opposite pole is "compatible"
4. creation of a personal model for doing good at work

Longer term:

1. more conscious, purposeful deliberation to ensure that making decisions at work always consider "doing good" as well as making profit
2. willingness to "witness" for *doing good* by speaking up, taking initiative, setting

examples.



Course Materials

Required Course Textbook:

Ethics on the Job, Pfeiffer & Forsberg, 3rd edition, 2005

Required Course Readings:

Articles found in the "Article Readings" section of this course website

Required Reference:

Publication Manual of the American Psychological Association, 5th edition, 2001.

This reference is essential in preparing all written assignments for this course, and should be helpful in preparing assignments for other courses as well.



Research Guidelines

APA Info Link: <http://www.psywww.com/resource/apacrib.htm>

It is important that classroom and textbook learning are augmented by literature, data and information that has been obtained or developed by credible, quality outside (in the field or from the "academy") sources.

The Internet is an excellent tool for identifying and acquiring research effectively and efficiently. It can save time and connect you with quality sources of literature and information. However, websites sponsored by organizations or individuals normally have little credibility or value in providing literature or information about anything other than the sponsoring individual or organization. The exception is if the website contains data from professional research studies or projects sponsored by the website owner, in which case it will be clear that the information is research rather than opinion or propaganda.

All research that students do needs to be cited according to the 2001 (5th edition) of the APA Publication Manual.

The research you consult should be listed as citations for References. Unlike citations for Bibliographies that may permit all consulted sources, References include only those sources you **have actually used**. Citations are listed in a References list at the end of a written work or paper in alphabetical order, with the second line of text indented. Citations listed in the text of your work are listed as (last name and year) e.g. (Smith, 2005) or last name (year) e.g. Ramirez (2005).

Sample Citation

Sample APA citation format for the articles in the Article Reading sections of this course website, when you cite them in any assignments:

Osborne, R. (1995). Company with a soul. *Industry Week/IW*, 244(9), 20-26. Retrieved [insert today's date without brackets], from Business Source Elite database.



Course Expectations

Readings

Students will be responsible for preparing the assigned Reading(s) for each class. Assigned readings are indicated in the "Assignment" column of the Course Schedule. Students should be prepared to discuss Readings on the date listed for that particular topic.

Total Quality Participation

Students are expected to attend all class sessions and participate in class discussions. Participation quality is measured by a student's classroom activity (e.g. responsiveness

to questions) and initiative (e.g. preparing additional reading and sharing this with the class).

Students begin the semester with the maximum points possible for Quality Participation. Attendance will be taken and absences recorded. Points will be deducted for each session a student does not attend and does not have an Excused Absence (an illness, a medical or family emergency; a scheduled athletic game/match, a professional obligation). Students are not penalized for Excused Absences which are approved by the Instructor and accompanied by appropriate documentation. Each semester, students are permitted one free pass (absence from class without excuse and for any reason). A free pass may not be used during a class session in which an exam is given, or any group presentation is being made.

In any case, a student should inform the Instructor of anticipated absences in advance (whenever possible) so that it can be determined if an absence will be excused. A student using a free pass should inform the instructor before or after the absence. Also, a student who misses a class session for any reason is responsible for preparing readings, obtaining discussion notes and handouts and completing and submitting (on time) assignments for the session missed.



Grading Policies

Measurement & Grading:

"RESOLVEDD" Strategy (3-person team, presentation)	25%
Doing Good Model (individual, paper, panel presentation)	30%
Quizzes (2)	30%
Total Quality Participation	15%
TOTAL	100%

Numerical & Corresponding Letter Grades:

93 and above - A [Distinguished performance]

Exceptional performance in all aspects of the course; highest level of learning, effort and participation are consistently demonstrated

90 - 92 - A-

86 - 89 - B+ [Very Good]

High levels of learning, effort and participation are often demonstrated

80 -85 - B [Good]

Sound performance in all aspects of the course

76 - 79 - C+

70 - 75 - C [Average Performance]

Acceptable level of learning, effort and participation are frequently demonstrated

65 - 69 - D [Marginal Performance]

Low or inconsistent levels of learning for most course topics; however, effort and/or participation is demonstrated consistently

64 and below - F

Little or no evidence of an acceptable level of learning, or effort

Academic Honesty:

Integrity and honesty are qualities considered to be the "norm" among students. However, any students who choose to deviate from that "norm," risk automatic failure in the course.



Managing a Marabella Course

For Class:

- Always notify the Instructor in advance if you will be absent from class (if advance notice is not feasible, as soon as possible).
- Ask the Instructor, rather than assume, if anything in class or in this syllabus is unclear.

For Written Assignments:

- Do not use title pages or fancy covers.
- Always number pages, beginning with page two.
- Type section headings as described in the syllabus.
- Staple pages. Do not use paper clips.
- Use APA style of citing sources correctly.

If any of the above guidelines are not followed, the paper will be returned and points deducted.



Student Expectations

Expectations of the Course:

Expectations of the Instructor:



Be the Consummate Student

[The Consummate Student](#) (22 Kb)



Assignments



Assignments Overview

The following Assignments are **required** for this course:

- "RESOLVEDD" Strategy (3-person team, presentation, 25%)
- Doing Good Model (individual, paper, panel presentation, 30%)
- Doing Good Research (individual, paper, 25%)
- Total Quality Class Participation (20%)

- Weekly Journal (shared with class; ungraded)



Reading Assignments

[Ethics on the Job Notes](#) (38 Kb)

The attached link is a Word document with notes related to Ethics on the Job.



RESOLVEDD Strategy

Each student will participate in a two to three-person team that will present an analysis of one of the cases (#1 to 45) found in Chapter 6 (p. 67-150) of *Ethics on the Job*. The team will use the RESOLVEDD Strategy (Chapter 3, p. 31-42), paying particular attention to the Checklist found on p. 40-42.

Format

Prepare a 3 to 4 page, typewritten research paper and a 10-minute maximum oral presentation (you will be timed!). The presentation and written paper (which may be in outline form) should be organized according to the following format, and the written paper should also contain the headings listed below:

Review

- *Review* the history, background and details of the case.

Ethical Problem

- State the main *ethical problem or issue* present in the case.

Solutions

- List the main possible *solutions* to the case.

Outcomes

- State the important and probable *outcomes* or consequences of each main solution.

Likely Impact

- Describe the *likely impact* of each main solution on people's lives.

Values

- Explain the *values* upheld and those violated by each main solution.

Evaluation

- *Evaluate* each main solution and its outcomes, likely impact, and the values upheld and violated by it. Compare the possible solutions to each other and weigh them.

Decision

- *Decide* which solution is the best; state it, clarify its details and justify it.

Defense

- *Defend* the decision against objections to its main weaknesses.

Research

To strengthen student learning and substantiate their decision, teams will consult outside research and the literature. Teams are encouraged to read at least five (5) articles from at least three different journals (e.g. Sociological Review, Journal of Philosophy, Academy of Management Review, etc.) or selective business periodicals (e. g. US News & World Reports, Business Week); consult with the Instructor for any clarifications) related to the specific case you selected above. The research you consult should be listed as citations for References according to APA style as described in the Course Information section of this course website.

Grading

The assignment will be graded as follows:

Content of the Paper	=	12 points
Quality of the Presentation	=	8points
Research	=	<u>5 points</u>
Total	=	<u>25 points</u>

Important Notes

To conserve paper, do not create a title page; instead include the following information at the top of page 1:

Your name
 Dr. Marabella
 Date Due
 IDIS 296

Your presentation will be given to the Instructor and the Class on a date determined during the first week of the semester.

Number all pages after page 1.



Doing Good Model

Background:

Using the knowledge gained from the course, observations from personal experience and journal reflections of that experience, as well as outside research, students will draft, critique, refine and defend their personal model for doing good.

Objective:

To develop a model that you can live and work with that guides you to do good.

Components:

List/describe the:

- origins of the model, ethical principles you believe, research about the values that informed your thinking about the development of your model
- a depiction of the model
- value judgments spawned by your ethical principles
- behavioral applications ? decisions, actions, stances ? you will practice as a result of these value judgments; how this model will work at work
- outcomes ? costs, benefits and development ? that will result

Format:

1. This Personal Model for DG (PMDG) will count as the FINAL EXAM. Therefore, all students must attend all presentations of the PMDG, or risk failing the Final Exam.
2. The PMDG will be completed by each student individually in the format of a written paper that will be no more than 10 pages, excluding appendices, exhibits, etc. The paper will be prepared according to the following format and with the following "headings":

Title of Model

Theoretical Foundations

- **Origins of the Model**
 - **What/who influenced the development of my model; where did the values come from**

- Ethical Principles/Values
- Research about the values

Depiction of the Model

- Chart, graphic or text that explains the Model

Value Judgments

- What is wrong and right in my model

Behavioral Applications

- Decisions, actions, stances you will practice as a result of these value judgments; how this model will work at work; specifically, how it will be implemented with or impact:
 - Co-workers
 - Supervisors
 - Work ethic
 - Task/duties

Outcomes

3. Participate in a panel presentation of PMDG during the last two weeks of the semester. The focus of the presentation will be: Influencers, Behavioral Applications, Outcomes. See the Panel Roster below for your panel assignment.

Presentation Groups:

To be determined.

Grading:

The grading for this assignment will be as follows:

Participation	=	10 points
Research	=	8 points
Model Development	=	<u>12 points</u>
Total	=	30 points



Doing Good Research

Select one of the following topics and develop a question that you can research from journals, periodicals, books and other scholarly sources. There can be up to 4 students per topic; topic due dates are listed on Course Schedule. [30% of final grade]

Topics:

RT#1: Character/Integrity

RT#2: Equity/Fairness

RT#3: Fidelity/Commitment

RT#4: Honesty

RT#5: Privacy/Confidentiality

RT#6: Respect

RT#7: Social Justice

Format:

No cover page; name, course number, topic & date on upper left corner of page 1 (number all pages after #1). Three to five page (maximum) that cites at least 5 scholarly sources. Topic, research question and sources must be approved by the instructor.



Weekly Journal

Students will maintain a weekly journal (i.e. containing 16 entries) of reflections on experiences of "doing good" or "observing bad", reactions to readings or outside research, difficulties with learning or resistance to content.

Each entry should be one to two-typed pages. For each entry, there should be two components: content or issue and reflection. The content or issue should constitute 40% of the entry, while 60% of the entry should be constituted by the student's reflection on the content or issue. That is, most of the entry should focus on what the student thinks, feels, and learns about the content.

While the journal will not be graded, all students are required to maintain them as they will be essential for in-class discussion. Each week, a portion of the class discussion will be devoted to student journals. One or more students will be asked to share one of their journal entries with the class.



Total Quality Participation

Students will be responsible for meaningful and consistent participation (assumes full class attendance) in class discussions, activities and experiences. Challenging assumptions ? including the instructors, their classmates and their own ? in productive and respectful ways is inherent to the notion of meaningful participation. [20% of final grade]



Handouts



Handouts



Stakeholder Exercise

[Stakeholder Matrix](#) (38.5 Kb)

[Stakeholder Analysis Notes](#) (37.5 Kb)

These documents will be used during our discussion of Stakeholders



Marabella Personal Model of Doing Good

[Marabella Model](#) (166 Kb)

[COURSES](#) > [DOING GOOD AT WORK: FALL 2006](#) > [ARTICLE READINGS](#)

[EDIT VIEW](#)



Article Readings



Introduction - Article #1

[Professor \(text\)](#) (332.21 Kb)

[Professor \(original newsprint\)](#) (2.096 Mb)

"What's a Professor to Do" by Jonathan Schonsheck. Use with permission from the author. Also, published in *The Post-Standard*, January 22, 2006.



I: Meaning of Work - Article #2

Wolfe, A. (1997). [The Moral Meaning of Work](#). *Journal of Socio-Economics*, 26(6), 559-570.



I: Meaning of Work - Article #3

Fox, M. (1994). [Transpersonal Values and the Global Challenge](#). *ReVision*, 16(3), 101-107.



I: Meaning of Work - Article #4

Chalofsky, N. (2003). [Meaningful Work](#). *T+D*, 57(12), 52-58.



II: Doing Good Cuz It Pays Off - Article #5

Jacoby, S. (1998). [Downsizing in the Past](#). *Challenge*, 41(3), 100-112.



II: Doing Good Cuz It Pays Off - Article #6

[Doing Well and Doing Good](#). (2004). *Economist*, 372(8386), 57-59.



II: Doing Good Cuz It Pays Off - Article #7

Manning, D.J. (2004). [Benefits of Environmental Stewardship](#). *Review of Business*, 25(2), 9-14.



II: Doing Good Cuz It Pays Off - Article #8

Little, J.B. (2004). [Doing Well by Doing Good](#). *American Forests*, 110(1), 32-26.



III: Limitations of an Economics-Based Model - Article #9

Treviño, L.K. and M.E. Brown. (2004). [Managing to be Ethical: Debunking Five Business Ethics Myths](#). *Academy of Management Executive*, 18(2), 69-71.



III: Limitations of an Economics-Based Model - Article #10

Nelson, J. (2004). [Clocks, Creation and Clarity: Insights on Ethics and Economics from a Feminist Perspective](#). *Ethical Theory & Moral Practice*, 7(4), 318-398.



III: Limitations of an Economics-Based Model - Article #11

[Making the Shift \(Article Link\)](#) (97.186 Kb)

Stormer, F. (2003). Making the Shift: Moving from "Ethics Pays" to an Inter-Systems Model of Business. *Journal of Business Ethics, Part 1*, 44(4), 279-289.



III: Limitations of an Economics-Based Model - Article #12

Kelly, M. (2000). [The Divine Right of Capital](#). *Tikkun* 15(4), 33-39.



IV: Doing Good Cuz It's Right - Article #13

McCoy B.H. (1997). [The Parable of the Sadhu](#). *Harvard Business Review*, 75(3):54-64.



IV: Doing Good Cuz It's Right - Article #14

[Virtual Ethics \(Article Link\)](#) (99.516 Kb)

McCracken, J., W. Martin, and B. Shaw. (1998). Virtue Ethics and the Parable of the Sadhu. *Journal of Business Ethics, Part 1*, 17(1), 25-38.



V: Individual Responsibility to Do Good - Article #15

Schweitzer, M.E., L. Ordóñez, and B. Douma (2004). [Goal Setting as a Motivator of Unethical Behavior](#). *Academy of Management Journal*, 47(3), 422-432.



V: Individual Responsibility to Do Good - Article #16

Baldaracco, Jr., Joseph. (1998). [The Discipline of Building Character..](#) *Harvard Business Review*, 76(2), 114-124.



V: Individual Responsibility to Do Good - Article #17

Osborne, R. (1995). [Company with a Soul](#). *Industry Week/IW*, 244(9), 20-26.





Fall 2006 Semester Schedule

[DG Schedule Fall 2006.doc](#) (46.5 Kb)

Click on this link for Course Topics, Readings and Deadlines.

WEEK	DATE	TOPIC	READINGS		ASSIGNMENTS
			TEXT	Articles	
1	8/29/06	Course Overview Process of ethical decision-making	Chapter 1		Review syllabus; discuss Personal Model, RESOLVEDD Strategy and journals
2	9/05/06	Ethical principles, rights and duties, justice, codes of ethics & ECI	Chapter 1 (cont'd) Chapter 2	Introduction: #1	Assign RESOLVEDD Strategy Teams & topics; schedule group meetings with professor
3	9/12/06	The Meaning of Work		I: #2, 3 & 4	RT#1: Character/Integrity
4	9/19/06	The RESOLVEDD Strategy of ethical decision-making	Chapter 3, 4 & 5		Submit Personal Model outline & references; RT#2: Equity/Fairness
5	9/26/06	Doing Good Cuz It Pays Off		II: #5 & 6	RT#3: Fidelity/Commitment
6	10/03/06	Doing Good Cuz It Pays Off Applying the Resolvedd Strategy	Chapter 6	II: #7 & 8	RESOLVEDD Strategy Presentations A: TBD; RT#4: Honesty
7	10/10/06	FALL BREAK – No Class			
8	10/17/06	Limitations of an Economics-Based Model	Chapter 6	III: #8, 9, 10, 11 & 12	RESOLVEDD Strategy Presentations B, C & D: TBD; RT#5: Privacy/Confidentiality
9	10/24/06	Doing Good Cuz It's Right	Chapter 6	IV: #13 & 14	RESOLVEDD Strategy Presentations D, E & F: TBD; RT#6: Respect
10	10/31/06	Individual Responsibility to Do Good	Chapter 6	V: #15, 16, & 17	RESOLVEDD Strategy Presentations G, H & I: TBD; RT#7: Social Justice
11	11/07/06	Guest Speakers: Personal Models of Doing Good	Chapter 6		RESOLVEDD Strategy Presentations J, K, L: TBD

12	11/14/06	Guest Speakers: Personal Models of DG			
13	11/21/06	Guest Speakers: Personal Models of DG			
14	11/28/06	Panel Presentations of Personal Models			Personal Model final paper due
15	12/05/06	Panel Presentations of Personal Models			
16	12/12/06	FINAL EXAMS			

